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ABSTRACT

Upon the adoption of a provincial statement of policy designed to guide the development and implementation of effective school library programs, the Alberta Department of Education agreed to provide a recommended model for developing an effective, integrated school library program. The model outlined in this document is particularly suitable as a vehicle to implement the guidelines, procedures, and standards set forth in the policy statement. The model incorporates three major program components, each with three separate phases of development. Each phase represents an increased level of program scope and quality and provides a basis for: assessing the scope and quality of a school's present library program; identifying immediate needs and priorities for short-term planning and development; and establishing goals and objectives to direct long-term planning and implementation. This document includes: (1) a description of an integrated school library program; (2) the model itself, including an overview and sections on instruction, development, and management; (3) an outline for implementation of each phase; (4) appendices, including the school library resources analysis form, a status graph, and descriptions of key roles in the integrated library program; and (5) a bibliography. (THC)

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INTRODUCTION

"Students in Alberta schools should have access to an effective school library program integrated with instructional programs to provide improved opportunities for student achievement of the Goals of Basic Education for Alberta."

Policy, Guidelines, Procedures and Standards for School Libraries in Alberta, October, 1984. (See Appendix 5, page 58 .)

In adopting the above policy, Alberta Education agreed to provide schools and school systems with a recommended model for developing an effective, integrated school library program.

The model outlined in the following pages has a number of important strengths and is particularly suitable as a vehicle to implement the guidelines, procedures and standards set forth in the policy statement. It incorporates three major program components, each with three separate phases of development. Each phase represents an increased level of program scope and quality. Such a developmental model serves as an excellent basis for:

1. Assessing the scope and quality of a school's present library program.
2. Identifying immediate needs and priorities for short term planning and development.
3. Establishing goals and objectives to direct long term planning and implementation.

Alberta Education would like to acknowledge the contribution of the School Library Program Development Ad Hoc Committee in the development of this model. The members of the committee and the jurisdictions they represent are as follows:

Blanche Friderichsen - Chairperson, Alberta Education
Edmonton Regional Office

Bill Bale - Parkland Regional Library

Barbara Clubb - Alberta Culture

Bruce Davey - Rocky View School Division

Alex Dmetrichuk - Red Deer Public School Board

Eunice Easton - Learning Resources Council - A.T.A.
Grande Prairie Public School Board

Barry Eshpeter	- Learning Resources Council - A.T.A. Calgary Public School Board
Sheila Pritchard	- Edmonton Public School Board
Shirley Van Eaton	- Conference of Alberta School Superintendents, County of Mountain View
John Wright	- Faculty of Library Science University of Alberta
Martin Adamson	- Media and Technology Branch Alberta Education

The Program Development Committee was assisted in its task by an Implementation Ad Hoc Committee with the following membership:

Blanche Friderichsen	- Alberta Education, Chairperson
Duncan Anderson	- Red Deer Public
Gladys Bossen	- Lethbridge Public
Judy Croteau	- Calgary Board of Education
Teddy Moline	- Strathcona County
Dianne Oberg	- Edmonton Public
Tony Zeglen	- Fort McMurray School District

Alberta Education wishes to give particular thanks to the executive and membership of the Learning Resources Council of the Alberta Teachers' Association and the staff of Media Services, Calgary Board of Education, for sharing so freely their expertise and experience in library program development.

And finally, Alberta Education wishes to acknowledge and commend Mrs. Dianne Harke, the author of this document. Mrs. Harke took the specifications, as set down by the ad hoc committee, and successfully translated these specifications into a practical, developmental model that is consistent with the approved statement of Policy, Guidelines, Procedures and Standards for School Libraries in Alberta, October, 1984.

Alberta Education is pleased to present this model to Alberta schools as a means by which to facilitate the early and effective implementation of the school library policy statement.

CHAPTER 1

AN INTEGRATED SCHOOL LIBRARY PROGRAM

PERSPECTIVE

The "now" generation of students: energetic, impatient, relentless, uncertain -

... energetic in their exploration of the new wave of technological wizardry

... impatient with irrelevant people and messages, at school and elsewhere

... relentless in their search for an identity

... uncertain about their own future.

These students live in a world fueled by change. A world of science-fiction predictions come true and catch-phrase realities. Mediums have become messages. The world, a global village, with the haunting face of Third World famine juxtaposed alongside the banalities of television situation comedies. Future shock jolts us daily as the technology of our information society races ahead of knowledge and wisdom.

Fact: One compact laserdisc can contain the entire text of all volumes of the Encyclopaedia Britannica.

Fact: The software market in Canada is growing by 30% a year and is expected to reach $5 billion by 1990.

Fact: By the end of the decade nearly every North American household could have a computer capable of storing massive quantities of information. This information could take the form of printed words, computer programs, movies, music and voice data.

What implications do these observations and facts have for education in general, the school in particular and, most importantly, the student?

Can youthful energies be focused on the messages of media so that students are not overwhelmed by minutiae? Can instruction be infused with vitality and relevance? What are the best ways to allay student uncertainty about the future and to build their self-concept?

John Naisbett, author of Megatrends, says that our society is "drowning in information, but starved for knowledge." Students need information "drownproofing." They must acquire skills that will help them find, interpret and synthesize meaningful messages -- messages that are buried in a flood of uncontrolled, unorganized information.

Building on this foundation of basic survival skills, students will be better prepared to progress. They will be ready to learn how to anticipate, how to imagine alternatives, and how to engage in lateral and holistic thinking. All of these abilities are basic to the development of knowledge and to creative and adaptive responses to change.

Schools **must** teach these critical thinking skills if students are to meet the future with confidence and hope. The teaching of these crucial generic skills is the responsibility of all members of a school's instructional staff. The school library, with its human and material resources, has a significant role to play in this cooperative endeavor.

THE PROGRAM

Alberta Education's Program Policy Manual (1984) defines a program as "interdependent activities and services designed to achieve organizational goals, policies and objectives." The activities and services of **an integrated school library program** are designed to achieve the philosophical goals of the school. At the heart of these goals are student outcomes - those things that students should be able to know, feel, do, or think if they are to take a full participatory role in society. "Learning how to learn" is one of the most fundamental of these student outcomes.

> *"Instruction in learning skills is integrated with all aspects of the curriculum and taught together by the classroom teacher and the teacher-librarian. The direction of teaching and learning focuses increasingly on learning how to learn so that students will have the necessary motivation and the skills to examine their own environment, evaluate it and perhaps even reform it."* Ken Haycock. *"The role of the school librarian as a professional teacher."* Emergency Librarian, 8, p. 11.

In an **integrated school library program**, the services and activities are not peripheral, or supplementary, to the school's instructional program; they are an essential and dynamic part of it.

As much a concept as a facility, the school library functions as a well-managed learning laboratory equipped with a diversity of materials. Drawing on these resources, teachers, teacher-librarians and all school staff members work together as educational partners. They plan, implement, and evaluate learning activities. In this cooperative planning and implementation process, particular attention is given to the individual learning styles and needs of students.

An **integrated school library** program widens, deepens and personalizes learning by involving students in the planned and purposeful use of resources. This resource utilization is designed to assist them to grow in their ability to find, generate, evaluate and apply information. These information skills will, in turn, prepare students to function effectively as individuals and as full participants in society.

Students are also encouraged to employ a variety of learning strategies and to develop the creative approaches that are most natural to them. This self-awareness will give them confidence in their own abilities and hopefully contribute to their appreciation of learning as a lifelong process.

"Because the pool of knowledge is always growing and changing, effective citizens must have both the commitment and the skills to modify and extend their knowledge continuously." 1981 Alberta Social Studies Curriculum, p. 5.

Intellectual curiosity and a desire for lifelong learning are attributes that can be nurtured through a stimulating integrated school library program that attends not only to its formal instructional role, but also to its function as a centre for informal learning. The school library can and should be a place where students can feel free to pursue those things that intrigue and delight them.

CHAPTER 2

THE MODEL

Figure 1 - An Integrated Program Model for School Libraries

OVERVIEW

Realization of an integrated school library program starts with a clear understanding of its structure and function. The model (see Figure 1) borrows, freely from the Calgary Board of Education Model, particularly in the instructional component. In addition, the model contains elements as proposed in Partners in Action, the model developed by the Ontario Ministry. It is hoped that this blend of conceptual frameworks will stimulate the growth of school library programs that are integrated with the instructional goals and objectives of Alberta schools. These goals and objectives are stated in their entirety in The Goals of Basic Education for Alberta (1978).

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Three components - **instruction, development, management** - form the model. While instruction and student outcomes are the primary focal point of the model, excellence in the instructional component is dependent upon an effective groundwork of developmental planning and the day-to-day fulfillment of managerial tasks.

At the heart of the model, and common to each component, lies the concept of **cooperative planning and implementation.** Working together, school library personnel, teachers and administrators strive to develop, implement and efficiently manage a school library program dedicated to meeting the instructional needs of students. Cooperation in planning and implementation provides the nucleus of commitment and creative energy that cohesively binds the components of **instruction, development and management.**

Each of these components can be briefly characterized as follows:

Instruction - A series of teaching/learning strategies designed to develop a full range of information skills that are correlated to meet both the needs of the student and the goals and objectives of the classroom curriculum.

Development - Program building activities beginning with an identification of needs and priorities to the determination of a coordinated implementation plan designed to meet specified program goals and objectives.

Management - The meshing together of people, things, facilities and finances to provide a smooth day-to-day school library operation that reflects program goals and objectives and facilitates program implementation.

Greater or less emphasis will be put on each of these three components according to the time of the school year. At budget time, considerable emphasis will go towards needs assessment and cost projections. When budgets have been approved, there will be an emphasis on resource evaluation and selection and planning to incorporate these new resources into curricular programs. When planning has been completed and management systems put into place, the typical emphasis will shift towards achievement of instructional goals and objectives.

In all three areas professional direction is critical, with direct professional involvement mandatory for the instruction and development components. **In the absence of a teacher-librarian, professional direction and involvement will be provided by the principal and teaching staff of the school.** (Policy, Guidelines, Procedures and Standards for School Libraries in Alberta, October 1984 - See Appendix 5, page 58.)

INSTRUCTION

"Helping youngsters develop a commitment to informed decision-making, through the ability to locate, process and use information effectively, is going to be critical to the continuation of democratic societies and to technological achievement." Ken Haycock, "Teacher-librarians - continuing to build." Canadian Library Journal, 41, p. 33.

Information is power ... or is it? Unless students can handle information effectively, there is no power. Power comes only with the development of a complete spectrum of retrieving, processing and sharing skills that enable students to transform information into knowledge.

Today's information comes in a myriad of forms, from book to videodisc. Since many of these forms are not print dominated, instruction must focus increasingly on helping students interpret visual and tactile media.

The integrated school library program provides for systematic instruction and practice in locating, processing and sharing information in all formats. Skills are built, not in isolation but, rather, in meaningful conjunction with subject areas, and students benefit from the guidance of a teacher-librarian who is an equal teaching partner with the classroom teacher. **In the absence of a teacher-librarian, professional direction and involvement will be provided by the principal and teaching staff of the school.** (Policy, Guidelines, Procedures and Standards for School Libraries in Alberta, October 1984.) The instructional component is aimed at fulfilling the **Goals of Schooling for Alberta (1978).** According to these goals students should:

- "develop competencies in reading, writing, speaking, listening and viewing;

- acquire basic knowledge and develop skills and attitudes in mathematics, the practical and fine arts, the sciences and the social studies, with appropriate local, national and international emphasis in each;

- develop the learning skills of finding, organizing, analyzing, and applying information in a constructive manner;

- acquire knowledge and develop skills, attitudes and habits which contribute to physical, mental and social well-being;

- develop an understanding of the meaning, responsibilities, and benefits of active citizenship at the local, national and international levels;

- acquire knowledge and develop skills, attitudes, and habits required to respond to the opportunities and expectations of the world of work."

Meeting these goals is a formidable task which demands that teachers look beyond the classroom and the textbook. All of the material and human resources of the school library must be put to work to develop "information literate" students who are prepared for the present and for the future.

Information Retrieval

How do we teach students to find the "bytes" they need in the ever-expanding information database? Student success can be assured only through the mastery of precise retrieval strategies. A student engaged in the research process should be able to select and employ retrieval strategies appropriate to specific research assignments. Such strategies will vary based on the nature and currency of the topic, the appropriateness of the resource to the assignment, and the suitability of the resource to the learning style of the student. Strategies selected should include the competent use of the following resources and techniques:

- clarifying definitions and limiting the topic;

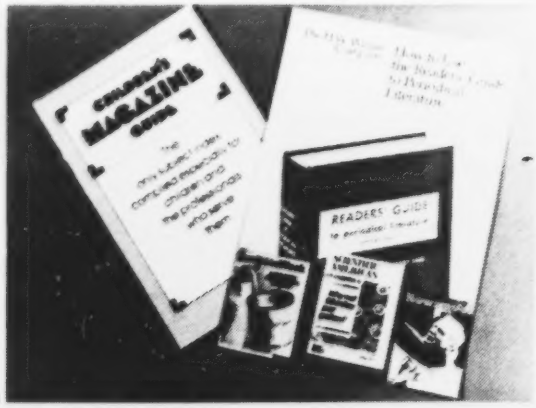
- using the library catalogue and choosing alternate subject headings;

- browsing appropriate sections of the collection;

- using access tools such as indexes (including indexes to specific literary forms), glossaries, and bibliographies;

- locating and using encyclopedias, almanacs, directories and other reference sources;

- locating and using vertical files, picture files, newspapers, film catalogs, TV and radio listings, telephone directories, microforms, computer programs or database information, models and realia and other appropriate resource materials;



- locating and using "outside resources" through such techniques as information seeking letters, personal interviews, field trips and formal and informal networks with other libraries (including university, college, regional, public and school district).

Information Processing

What do students do with information once they have retrieved it? To make information usable and relevant, students need practice in extracting, interpreting, synthesizing and applying information in a variety of situations. Specific processing skills in this area include:

- formulating questions that will guide the research process;
- obtaining information from a variety of sources through reading, viewing, listening and interacting with human and physical resources;
- comparing and contrasting data for differing viewpoints and to verify facts;
- developing the vocabulary and critical viewing skills necessary to assess information communicated visually (films, slides, pictures, television);
- using organizational techniques such as outlining and "webbing" to bring information from a variety of sources together;
- identifying stereotyping, bias and prejudice in materials;
- developing concepts, formulating generalizations, relating causes and effects, and summarizing information;
- manipulating information in order to create new knowledge.

Current research in the area of critical thinking skill development is abundant and school personnel are encouraged to make use of research findings in instructional planning. Appendix 1, which outlines the relationship of critical thinking skills to mathematics, science, social studies and language arts, is one example of this type of application.

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Information Sharing

Presentational skills and other strategies for information sharing complete the circle of "information skills." Students need to have a broad and creative repertoire of techniques and media formats from which to choose. A standarized written report with bibliography and footnotes is only one way of sharing information. Other ways to share information should be introduced to students through the use of the following techniques and media formats:

- informal and formal oral reports;
- written reports including stories, poems and self-authored books;
- charts and posters;
- media presentations (filmstrips, audio and video recordings, slide-tape productions, photographs);
- models, interviews, experiments, skill demonstrations, computer programs and games;
- drawings and other artistic activities;
- dramatization, puppet shows, musical or dance performances.

Appreciation of Knowledge and Culture

Knowledge has an inherent worth that must be communicated in formal and informal instructional settings. Student respect for the world of ideas and understanding of the infinite powers of the human intellect should be developed.

Culture, as the cumulative effect of knowledge and experience, should also be explored. Working with teachers in the fine arts, language arts, music and drama areas, the teacher-librarian should develop activities that foster appreciation for the creative nature of mankind. These activities will expose students to creative expressions drawn from the cultural fabric of many different societies.

> *"What better place to assist students and teachers to understand differences, what better place to have students exposed to a variety of points of view, what better place to ensure that the dignity of all individuals is reflected than in the school library." Calgary Board of Education Teacher-Librarians, as quoted in* ***Committee on Tolerance and Understanding Final Report****, p. 95.*

Specific student competencies or appreciations include:

- knowing and taking pride in Canadian cultural heritage;
- being aware of and having respect for the contributions and traditions of a wide range of world cultural groups;
- understanding and appreciating creative expression in the areas of literature, music, theatre, art, film and television;
- appreciating significant works and creators (artists, authors, illustrators).
- participating in cultural activities and creative expression.

DEVELOPMENT

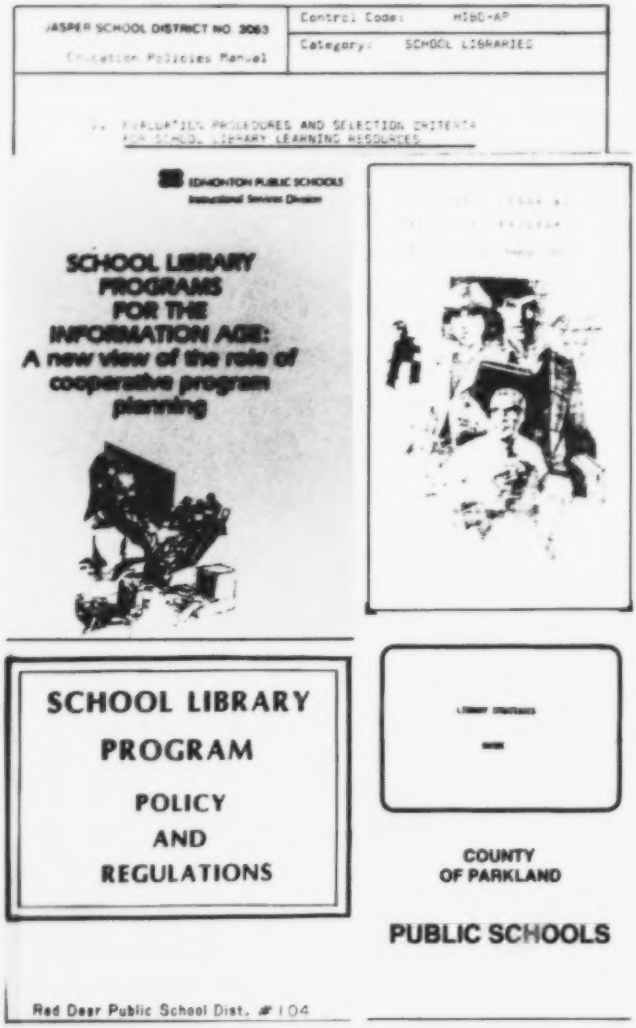
"When a group plans, develops and implements a program together, everyone tends to put forth their best effort. The benefits for students lie in what are often better programs." Carol-Ann Haycock, "Developing the school resource centre program - a systematic approach," Emergency Librarian, 12, p. 14.

Development encompasses those activities carried out by administrators and teachers that bring an integrated school library program concept to life. Translating commitment into action is not easy. The current situation has to be assessed before goals and objectives are outlined. To achieve these goals, an ongoing process of consultation and program planning must be initiated. Methods for matching resources to instructional needs have to be refined and professional development activities centred on resource-based learning must be made available to staff.

Growth toward the ultimate goal of a school library program that is integrated with the instructional process occurs in a series of phases that range from programs that are below Alberta Education guidelines to those programs that are exemplary. Chapter 3 outlines these phases in detail.

Needs Assessment

Prior to setting goals for their school library program, the school staff and community should define the current situation in the context of school goals in keeping with district-level policies, guidelines and procedures. Information on the collection, facilities, personnel, budget, services provided, users and the availability of district support services should be included in this survey. This data can then be used to identify discrepancies between the current and the desired school library program.


JASPER SCHOOL DISTRICT NO. 2063
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Category: SCHOOL LIBRARIES
EDMONTON PUBLIC SCHOOLS
SCHOOL LIBRARY PROGRAMS FOR THE INFORMATION AGE:
A new view of the role of cooperative program planning
SCHOOL LIBRARY PROGRAM
POLICY AND REGULATIONS
COUNTY OF PARKLAND
PUBLIC SCHOOLS
Red Deer Public School Dist. # 104
PRAIRIE SCHOOL DIVISION NO. 46
PRIORITY NEEDS FOR COLLECTION DEVELOPMENT

The goal setting process which follows includes:

- establishing a concise statement of purpose that will guide the implementation of an integrated school library program;
- determining priorities and setting specific goals and objectives in keeping with school philosophy;
- outlining immediate and long-range plans to meet these objectives;
- seeking outside expertise, where necessary, to assist in program planning and implementation;
- periodically evaluating the extent to which goals have been reached.

A Systematic Process for Planning Media Programs by James Liesener (see Bibliography) is a useful reference for the goal setting process.

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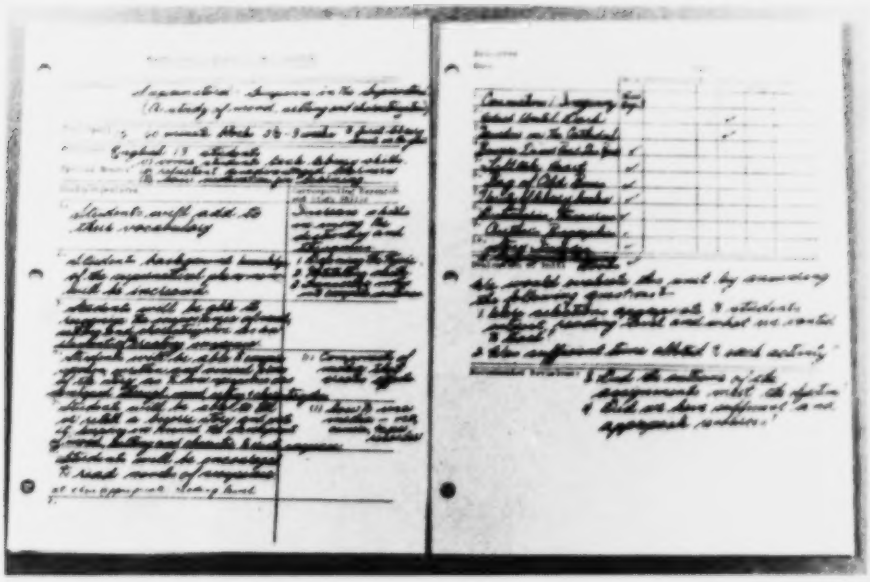
Consultation and Program Planning



The effective integration of learning resources into the school curriculum requires thorough planning and includes:

- determining the role that the school library program will play in the unit;
- locating appropriate resources for teacher initiated activities;
- outlining learning objectives that can be met through the use of resources;
- planning teaching strategies and learning activities that require materials and support from the school library program;
- developing strategies for meeting the diverse needs of individual learners;
- providing expertise in matching learning experiences with appropriate media formats;
- evaluating the effectiveness of the school library program's role in the instructional process.

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Guidelines for library **scheduling** should also be developed. A flexible approach that allows access to the library by teachers and students, as their needs dictate, is recommended. Class and group bookings of the library should arise out of planning between library personnel and the teacher.

Procedures to encourage purposeful use of the library by individual students should also be developed and clarified with teachers. Students who wish to study independently or pursue recreational interests need access to the library. The "library pass" system is often used to fulfill this function. The classroom teacher monitors the "pass" system, making sure that the student understands and can carry out the task.

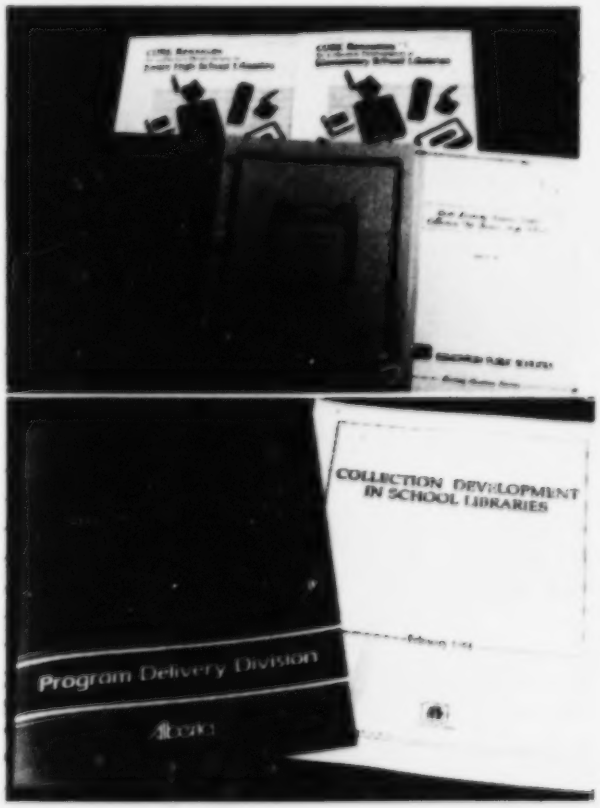
Resource Evaluation and Selection

Learning resources are sources of information regardless of format. Careful evaluation and selection of these learning resources is necessary to meet student and curricular needs. The abilities, interests and maturity levels of students should be considered and the materials selected should support and enrich the curriculum.

A written selection policy, based on provincial and district level policies, should provide a well-articulated rationale for resource choices. Provincial standards for school library collections are outlined in **Policy, Guidelines, Procedures and Standards for School Libraries in Alberta** (see Appendix 5).

Specific functions in this area include:

- selecting appropriate print and non-print materials to meet the instructional goals of the school;
- developing the library collection through the maintenance and use of a current supply of selection aids. (Sources for Selecting School Library Resources, an annual publication from Alberta Education lists relevant sources);
- keeping aware of learning resources and equipment by visiting displays, reading current reviews, previewing new releases, and meetings with colleagues;
- adapting and/or developing materials to fill instructional or individual student needs.



Inservice

How do teachers keep up with change? New technologies, revised curriculum materials and shifting educational priorities can be integrated into the instructional program only through a continuing process of professional "updating."

An integrated school library program should provide opportunities for teachers to develop, maintain and expand knowledge and skills in the area of resource-based learning. Possible activities include:

- developing and sharing teaching strategies to facilitate resource-based learning;
- introducing new technologies and learning resources through discussions, newsletters, displays;
- developing workshops on resources and media;
- providing short library update sessions at staff meetings;
- providing presentations to parent groups;
- becoming actively involved in appropriate school committees and planning meetings.

MANAGEMENT

"... the excellent companies were, above all, brilliant on the basics. Tools didn't substitute for thinking. Intellect didn't overpower wisdom. Analysis didn't impede action. Rather, these companies worked hard to keep things simple in a complex world. They persisted. They insisted on top quality. They fawned on their customers. They listened to their employees and treated them like adults. They allowed their innovative product and service champions long tethers. They allowed some chaos in return for quick action and regular experimentation." Peters and Waterman, *In Search of Excellence.* (New York: Warner, 1982), p. 13.

The school library isn't a company, but, as a facility for student-centered services, it does deserve competence, if not brilliance, in basic management areas.

Are daily operational procedures clearly established and maintained by well-qualified personnel? Have learning materials to support instructional programs been bought, begged or borrowed? Are these materials housed in a facility that has been planned or adapted to provide an effective instructional environment for students?

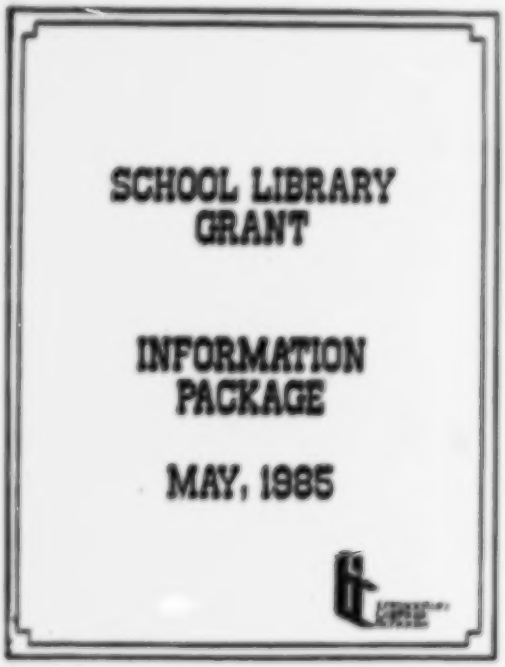
A less than firm foundation in these management areas vitiates the effectiveness of the integrated school library program.

Finances

Financial planning should be a direct outgrowth of program planning. Once the goals and objectives of the school library program have been identified and an implementation plan has been established, it is possible to project the costs of people, facilities, services, equipment and materials that will be required to achieve the desired results. These costs, along with the cost involved in maintaining standard day-to-day operations will form the basis for the preparation of the annual budget.

In the event that insufficient funds are available to meet all budgeted needs, priorities will have to be established and this will likely mean the deletion or temporary deferral of one or more of the goals originally planned for the library program.

Once the budget is approved, effective cost control, record keeping and overall financial management is necessary to ensure appropriate financial accountability.



Personnel

An integrated school library program cannot be successful without the skillful guidance of qualified and experienced personnel.

> *"It is people ... who take a room with its carpets and chairs, its books on shelves and its films in cans, and transforms it into a living force that simultaneously is an environment for learning and a support for learning throughout the entire school."* Branscombe and Newsom, eds., Resource Services for Canadian Schools, (Toronto: McGraw-Hill, 1977), p. 54.

Teaching skills and specialized expertise in the area of learning materials are particularly critical in the instructional area of the model. Effectiveness in this area can be increased by the presence of a well-qualified teacher-librarian in the school. **In schools where a teacher-librarian is not available, the principal and teachers will have to assume total responsibility for the instructional component.**

Qualified technical/clerical support, in accordance with provincial guidelines (see Appendix 5), should be available. This support will enable the teacher-librarian and teachers to devote more time to the instructional program and the cooperative planning process. Trained adult and student volunteers can also provide valuable assistance.

Appendix 4 outlines role expectations for district-level personnel, principals, teachers, teacher-librarians, library technicians, and library clerks.

Technical Services

Efficient procedures for the acquisition, cataloguing and circulation of materials should be in place at the school and district level. In some school districts the ordering, receiving, cataloguing, processing and distributing of materials is coordinated by the school district or by participation in a cooperative regional library system. Support services at this level might include:

- cataloguing and processing of learning materials when commercial cataloguing is not available;
- maintenance, repair and circulation of materials and equipment;
- audiovisual production services;
- training for technicians, aides and volunteers;
- assistance to schools from itinerant library technicians.

School districts without cataloguing support services should purchase commercial cataloguing whenever possible.

School-level library routines for ordering, processing and circulation of materials should be efficient and clearly communicated to support staff. Optimal use should be made of technical and clerical assistance so that more teacher-librarian time is available for planning and working with teachers and students.

Facilities

The goals of the integrated school library program must be reflected in the design and operation of the library facility itself. When planning new, remodeled or reorganized facilities, provisions should be made to accommodate the following activities:

- instruction;
- recreational reading, listening and viewing;
- storytelling or other dramatic activities;
- research using print and non-print materials;
- production of multi-media materials;
- library administration;
- equipment and material storage;
- access to conference rooms for small group activity.

Alberta Education's **School Buildings Regulations and Guidelines** provide space allocation guidance for school library facilities. Facility planning should also take into account collection and program expansion, the incorporation of new technologies (microcomputers, videodiscs) into the library setting, and the accessibility needs of disabled students.

Networking

A school library does not operate in isolation. Like other individual libraries, it cannot possibly store all the information required to serve the needs of its users. To meet these needs, school libraries join forces with other cooperating libraries. Computer technology, with its emphasis on the compilation and manipulation of information, is playing an increasingly important role in many of these sharing arrangements.

Businesses, government agencies, cities and towns, universities, colleges, hospitals, museums and other schools maintain libraries. Information and materials to support the school's instructional program may have to be collected from these sources. Resource sharing networks stretch from local to national levels and the sharing agreements that bind them together may be formal or informal.

"To provide resources and services to schools, cooperative ventures among school jurisdictions should be encouraged." Review of Secondary Programs, p. 26.

Formal sharing agreements are most often initiated at the district level and may include interlibrary loan arrangements within the district and with other districts, and resource sharing agreements with outside agencies such as public libraries. Examples of these agreements include:

- participating in regional film libraries that give schools access to more audiovisual materials;
- membership in cooperative regional library systems which serve both school and public libraries;
- purchasing of library services from other school boards and other agencies;
- participating in computer-based library networks that provide on-line cataloguing and bibliographic data;
- reciprocal interlibrary loan agreements with public libraries;
- placing of public library book or microfiche catalogues in school libraries;
- providing the public library with curriculum guides and units of study.

On the informal level, school personnel and teacher-librarians often make direct approaches to those individuals or agencies holding the expertise or materials that they require to fulfill specific learning objectives.

CHAPTER 3

School Library Program Implementation

A school library program that is integrated with the school's instructional program will not come about by chance. It requires careful and deliberate planning and the full participation of the principal, teachers and library staff.

The model outlined on the previous pages provides a basic structure and framework but lacks the specificity required for detailed planning and goal setting.

The implementation phases for Instruction, Development and Management as outlined in the following pages, along with the School Library Resources Analysis Form (Appendix 2, page 44), can be used for this purpose. The School Library Resources Analysis instrument will provide an analysis of the human, physical, and financial resources which are now a part of the school's library program as well as its organizational and operational characteristics. This analysis should be undertaken as a first step in the planning process so that the existing status in terms of "people" and "things" can be defined accurately.

The implementation phases identify the major "process" and "outcome" criteria that characterize each of the three phases of school library program development in each of the components of INSTRUCTION, DEVELOPMENT and MANAGEMENT.

By objectively and critically assessing the existing characteristics of the school library program against the listed criteria, the present developmental status of the school library can be determined. A convenient graph for plotting the status of each factor involved can be found on page 53, Appendix 3.

Having compiled the base data from completing the School Library Resources Analysis and the criteria assessment for the implementation phases, it will be possible to determine the nature and extent of the various strengths and weaknesses of the present school library program.

This assessment, along with input from classroom teachers identifying areas of need related to their classroom teaching programs, can be used to complete an overall needs assessment for the school library program. On the basis of priorities and available finances, both short and longer term goals and objectives can be identified and an implementation plan can be developed which, over time, will achieve the desired outcomes.

While it would be the wish of everyone to achieve immediate and major improvement in all areas of the school library program, various constraints may make this impossible. Effective planning must take this into account and goals and objectives must be set accordingly.

At the same time, there are a number of important improvements that can be made without large expenditures of funds. What is needed is an appreciation on the part of the entire school staff of the need for an effective school library program, and a commitment to take whatever resources there are and begin to integrate them to the greatest extent possible. The implementation phases will serve as very useful guides in this important process.

IMPLEMENTATION PHASES

INSTRUCTION

Information Retrieval

PHASE 1	PHASE 2	PHASE 3
Instruction is uncoordinated and occurs casually by individual teachers who recognize the need. The student: ☐ receives little instruction on how to locate information. ☐ has limited opportunities to develop skill in locating learning resources. ☐ Instructional goals and objectives for developing appropriate information retrieval skills are not cooperatively planned and developed by the principal, teachers and library staff.	Information retrieval skills are developed as an integral part of the school's instructional program. The student: ☐ has opportunities to locate resources through standard indexes and references (print and non-print). has access to and is provided instruction in using: ☐ • card, fiche or computer catalogs. ☐ • periodical and other indexes. ☐ • specialized information sources such as almanacs and directories. ☐ • district and regional resources such as films and videos. is able to make use of various search strategies appropriate to age and grade such as: ☐ • selection of the keyword in a sentence. ☐ • identifying synonomous terms. ☐ • narrowing or broadening a search topic. ☐ • searching a topic that intersects one or more terms.	In addition to Phase 2 criteria, instruction in information retrieval skills is provided through cooperative planning and teaching. The student: ☐ has opportunities to learn and use a number of strategies independently to obtain resources from both within and outside the school library. is able to locate and use an expanded range of resources to obtain information including: ☐ • computer software. ☐ • interactive technologies. ☐ • external automated data bases. ☐ • outside resources such as other libraries and museums. ☐ • government agencies and industry. ☐ • human resources. ☐ selects and uses appropriate strategies to meet a variety of information needs. ☐ develops independence through extensive practice of strategies.

(Check those squares which represent the current status in your school library program.)

INSTRUCTION

Information Processing

PHASE 1	PHASE 2	PHASE 3
Instruction is uncoordinated and occurs casually on the basis of individual teachers who recognize the need. The student: has little opportunity to develop skills in processing information and is likely to: ☐ • use a singular print source such as encyclopedia. ☐ • copy information directly from the source.	Information processing skills are developed as an integral part of the school's instructional program. The student: is able, with assistance, to employ a number of strategies related to extracting and synthesizing information from a variety of print and non-print resources, including: ☐ • using information from listening and viewing in addition to reading. ☐ • using a number of strategies related to gather and organize information. ☐ • organizing information through outlining or webbing.	In addition to Phase 2 criteria, instruction in information processing skills is provided through cooperative planning and teaching. The student: is able independently to employ strategies for extracting and synthesizing information from any resource in an efficient and systematic way, including: ☐ • formulating questions that will guide the research process. ☐ • comparing and contrasting data from differing viewpoints to verify facts. ☐ • identifying stereotypes, bias and prejudice in materials. ☐ • developing concepts, formulating generalizations, relating cause and effect and summarizing. ☐ • manipulating information in order to create new knowledge.

INSTRUCTION

Information Sharing

PHASE 1	PHASE 2	PHASE 3
Instruction is uncoordinated and occurs casually on the basis of individual teachers who recognize the need. The student: has a limited number of strategies to share information such as: ☐ • written reports. ☐ • oral reports. ☐ • charts and posters. ☐ • drawings and diagrams.	Information sharing skills are developed as an integral part of the school's instructional program. The student: ☐ is able to communicate in a variety of print and non-print formats. is able to demonstrate skills such as: ☐ • selecting appropriate library resources as well as producing original materials for presentations. ☐ • supplementing written reports with drawings, photographs or other graphics. ☐ • writing and producing basic media presentations such as audio, video recordings, slide-tape and/or filmstrips. ☐ • constructing models or dioramas. ☐ • participating in simple dramatic, musical and artistic activities such as puppetry and skits.	In addition to Phase 2 criteria, instruction in information sharing skills is provided through cooperative planning and teaching. The student: has a wide repertoire of strategies and is able to: ☐ • select a strategy appropriate to the task. ☐ • organize acquired information into new and meaningful patterns. ☐ • share this information in a highly effective and dramatic manner within the school and community. ☐ • produce quality original materials and employ proficiency in producing single or multi-media presentations.

INSTRUCTION

Appreciation of Knowledge and Culture

PHASE 1	PHASE 2	PHASE 3
Instruction is uncoordinated and occurs casually on the basis of individual teachers who recognize the need. The student: ☐ finds little value in the information and cultural world. ☐ has limited access to cultural resources and activities.	Instruction in appreciation and knowledge of culture is developed as an integral part of the school's instructional program. The student: ☐ has access to and is aware of a range of ideas and forms of cultural expression. is able to: ☐ • select materials for personal interest. ☐ • demonstrate tolerance and understanding. ☐ • exhibit knowledge and appreciation of the Canadian cultural heritage. ☐ • demonstrate an appreciation for significant works of creative expression and their creators.	In addition to Phase 2 criteria, instruction in appreciation and knowledge of culture is provided through cooperative planning and teaching. The student: ☐ demonstrates an appreciation for creative expression in a wide variety of forms. ☐ demonstrates knowledge and respect for the major cultures of the world. ☐ exhibits intellectual curiosity and openness to new ideas.

DEVELOPMENT

Needs Assessment

PHASE 1	PHASE 2
Needs and goals are determined by individual teachers on an independent basis. ☐ There is no school jurisdiction library policy based on Alberta Education Policy, Guidelines, Procedures and Standards. ☐ There is no school policy statement. ☐ There is no written library goal statement. An assessment has not been completed of school library needs with respect to: ☐ • Instruction ☐ • Collection ☐ • Facilities ☐ • Equipment ☐ • Personnel ☐ • Budget ☐ No school priorities have been identified.	

DEVELOPMENT

Consultation and Program Planning

PHASE 1	PHASE 2
There is no coordinated plan for the use of the school library. Individual teachers use it as they see fit.	[redacted]

DEVELOPMENT

Resource Evaluation and Selection

PHASE 1	PHASE 2
Learning resource selections are made without any written selection criteria. ☐ Selection is made with limited teacher input. ☐ Selection is done primarily from publisher's catalogues. ☐ Selection is not based on identified goals and objectives. ☐ There is no collection development plan.	[illegible]

DEVELOPMENT

Inservice

PHASE 1	PHASE 2
There is no overall inservice plan based on school library goals and objectives. ☐ Inservice, when provided, is on an ad hoc basis and is primarily designed to serve some emergent or individual need.	[illegible]

MANAGEMENT

Finances

PHASE 1	PHASE 2	PHASE 3
Funding is inadequate to provide for minimum standards based on Alberta Education Policy, Guidelines, Procedures and Standards. (p. 58).	**Adequate funding is provided within the school and district to meet Alberta Education Policy, Guidelines, Procedures and Standards.**	
☐ There is inadequate staff. ☐ The school library collection does not meet the standards. ☐ The quality or currency of the collection does not meet instructional needs. ☐ There is insufficient audiovisual equipment to permit student and teacher use on a regular basis.	☐ **The library staff meets the standards (p. 62).** ☐ **The school library collection meets the standards (p. 63).** ☐ **There is sufficient audiovisual equipment to support classroom, individual and small group use of non-print materials.**	

MANAGEMENT

Personnel

PHASE 1	PHASE 2	PHASE 3
Professional and technical or clerical support staff is below minimum standards as indicated in Alberta Education Policy, Guidelines, Procedures and Standards (p.58). ☐ The principal and teaching staff, in the absence of a teacher-librarian, are not providing on-going professional direction to the school library program. ☐ Untrained clerical or volunteer staff are charged with administering the library program.	**Professional direction and qualified technical/clerical support as indicated by Alberta Education Policy, Guidelines, Procedures and Standards is available (p.58).** ☐ **Trained technical and/or clerical staff meet minimum standards (p.63).** **Professional direction is provided by at least one of the following:** ☐ • **the principal and teaching staff of school.** ☐ • **cooperative agreement with a Regional Library System.** ☐ • **supervision by a school district (central office) teacher-librarian.** ☐ • **a teacher-librarian serving more than one school in the district.** ☐ • **a teacher-librarian with a part-time library and part-time teaching assignment in the school.** ☐ • **a full-time teacher-librarian(s) on the school staff.**	Availability and qualifications of professional library staff exceed minimums as indicated by Alberta Education Policy, Guidelines, Procedures and Standards (p.58). A number of certified professional library staff exceed the minimum standards. Professional direction is provided by a teacher-librarian with one or more years of training beyond the minimum standards.

Technical Services

PHASE 1	PHASE 2	PHASE 3
Technical services are limited and uncoordinated. ☐ Resources are ordered from individual publishers/ producers. ☐ Library resources are catalogued and processed by school library personnel. ☐ Circulation procedures are uncoordinated. ☐ Maintenance and repair of materials and equipment is handled on a random basis by the school or district personnel.	**Procedures, based on recognized standards, are used for acquisition, cataloguing, processing and circulation. Some services may be provided from district or regional service centres.** **Procedures are in place for:** ☐ • **ordering through jobbers.** ☐ • **purchase of commercial cataloguing services or use of district or regional services.** ☐ • **circulation of resources to meet program and student needs.** ☐ **Some provision has been made for audiovisual production at the school level.** ☐ **A preventive maintenance program is in place for library and audiovisual equipment.**	[illegible]

Facilities

PHASE 1	PHASE 2	PHASE 3
Library space is less than Alberta School Building Regulations and Guidelines provides.	**Space and facility requirements are consistent with Alberta School Building Regulations and Guidelines.** **Space is provided for:** ☐ • independent, small and large group study. ☐ • group instruction. ☐ • reading. ☐ • viewing and listening. ☐ • materials production. ☐ • teacher planning. ☐ • convenient access to collection areas. ☐ • circulation. ☐ • displays. ☐ • storage/processing/repair.	In addition to Phase 2 criteria, space and facilities are purposefully designed to accommodate [illegible]

MANAGEMENT

Networking

PHASE 1	PHASE 2	PHASE 3
No arrangements are made for formal or informal sharing of information or resources.	**Formal and informal agreements exist for sharing resources and information.** **Agreements exist for cooperation between:** ☐ • **schools within the jurisdiction.** ☐ • **school and public library.** ☐ • **school and university/college library.** ☐ • **school and Regional Library System.**	**In addition to Phase 2 criteria, formal and informal agreements exist for:** ☐ **access to automated data bases.** ☐ **access to community [illegible], special [illegible].** ☐ **participation in formal networking systems.**

APPENDICES

Appendix 1

RELATING COMMUNICATION AND CRITICAL THINKING SKILLS TO THE FOUR CORE ACADEMIC CURRICULA *

Categories of Skills	Mathematics (Problem-solving)	Science (Scientific Inquiry)	Social Studies (Social Inquiry and Participation Skills)	Language Arts
Receiving Skills	Communicating - receiving of mathematical data	Observing - obtaining information using the five senses	Interpret ideas and feelings of self and others (Participation Skills)	Listening and viewing Reading and viewing
Thinking Skills	1. Understand the problems	1. Initiation - identifying and defining problem, hypothesizing, designing collection data	1. Identify and focus on the issue	Recognize and identify, recall, understand
			2. Formulate research questions	Select appropriate materials, locate information, interpret information
	2. Develop a plan for attacking the problem	2. Collection of data	3. Gather and organize data	
		3. Processing Data - classifying, measuring, interpreting	4. Analyze and evaluate data	Analyze communication, infer relationships
		4. Conceptual of Data - developing a "mental model", predicting, controlling variables	5. Synthesize data	Make generalizations, synthesize
	3. Carry out devised plan	5. Openendness - experimenting, applying knowledge, seeking further evidence, identifying new problems for investigation	6. Resolve the issue	Draw conclusions, predict outcomes
			7. Apply the decision	Evaluate, form judgments
	4. Verify (looking back)		8. Evaluate the decision, the process and the action, begin inquiry anew	
Expressing Skills	Communicating - expressing results	Communicating - describing objects, situations or events	Communicate effectively (Participation Skills)	Speaking Writing

Other subject disciplines are not included in this chart because they are under revision and review.

*Alberta Education: Program of Studies - Elementary, pp. (ix) and (x); Junior High, pp. (vii) and (viii).

Appendix 2

School Library Resources Analysis Form

School _____ Date _____

I. General Information:

1. Grades in School _____

2. Student Enrolment _____

3. Number of Teachers _____

4. District Learning Resource Centre/Instructional Materials Centre

Yes _____ No _____

Hours of Operation _____ a.m. to _____ p.m.

II. Human Resources:

1. Personnel:

i. Teacher-Librarian Time (e.g., .8 full time equivalent) _____

ii. Qualifications (check one):

a. Teaching certificate and B.L.S. or M.L.S. _____

b. Teaching certificate and graduate diploma in school librarianship _____

c. Teaching certificate and at least three school library related courses _____

d. Teaching certificate and two or less school library related courses _____

iii. Years of experience in school libraries _____ Years

2. Support Staff:

i. Library Technician or Audiovisual Technician (Two-year certificate from a recognized institution)
a. Time _____
b. Experience _____

ii. Library Clerk/Aide
a. Time _____
b. Experience _____

iii. Other (please specify)

a. Time _____

b. Experience _____

iv. Volunteers (Do not include Work Experience or Special Projects)

a. Student(s): no. _____ Time: _____

b. Adult(s): no. _____ Time: _____

III. Physical Resources:

1. Facilities:

i. Floor area of library _____. Seating for _____ students.

ii. Functional areas (check those available):

a. independent, small, and large group study _____

b. group instruction _____

c. reading _____

d. viewing and listening _____

e. materials production _____

f. teacher planning _____

g. convenient access to collection areas _____

h. circulation _____

i. displays _____

j. storage/processing/repair _____

iii. Location of the library is convenient to classrooms. Yes _____

No _____

2. Collection:

i. Catalogued Books:

Catalogued Books	Number	Out-of-Date
Paperbacks		
Fiction		
000		
100		
200		
300		
400		
500		
600		
700		
800		
900		
920/1		
TOTAL		

Percentage of Fiction _____

Percentage of Non-Fiction _____

TOTAL _____

ii. Number of Periodicals: _____

Periodical Indexes:	Yes	No
- Children's Magazine Guide	_____	_____
- Abridged Reader's Guide to Periodical Literature	_____	_____
- Reader's Guide to Periodical Literature	_____	_____
- Canadian Periodical Index	_____	_____

iii. Number of Newspapers:

a. Local _____

b. Regional/National _____

c. International _____

iv. Catalogued Non-Print:

Catalogued Non-Print	Number	Out-of-Date
Audio Records		
Charts		
Computer Programs		
Filmstrips		
Flash Cards		
Games		
Kits		
Lab. Kits		
Maps		
Microforms		
Models		
Motion Pictures		
Pictures		
Realia		
Slides		
Study Prints		
Transparencies		
Vertical File Subject Areas		
Video Cassettes		
Other		
TOTAL		

Number

v. Equipment:

a. Cameras:

- 35 mm SLR _____
- Instamatic _____
- Polaroid _____
- Television _____
- Porta-pac Television System _____

b. Copystand and Lights _____

c. Listening Station (1 jackbox and 8 headsets each) _____

d. Microcomputer(s) (Library Application) _____

Microcomputer(s) (Instructional Application) _____

Television Monitors for Computers _____

Disc Drive _____

Printer _____

Modem (access to databases) _____

e. Microphones _____

f. Projectors:

- Filmstrip (silent) _____
- Filmstrip (sound) _____
- Filmstrip Viewer (silent) _____
- Filmstrip Viewer (sound) _____
- Opaque _____
- Overhead _____
- 16 mm, Autoload _____
- 16 mm, Manual Load _____
- 35 mm Slide _____
- 35 mm Slide Projector/Viewer (sound) _____

	Number
g. Record Players:	
- Mono	_____
- Stereo	_____
h. Screens:	
- Wall	_____
- Tripod Mount	_____
i. Projection Carts:	
- 26"	_____
- 34"	_____
- 42"	_____
j. Radios:	
- AM	_____
- AM/FM	_____
- AM/FM/Cassette Recorder-Player	_____
k. Tape Recorders:	
- Reel-to-Reel	_____
- Cassette	_____
- Cassette Recorder-Player/Slide Sync.	_____
l. Television Receivers (Do not include when used with a computer):	
- 25" or larger Colour/Receivers	_____
- 25" or larger Colour/Monitors	_____
- T.V. Receivers (less than 25")	_____
- T.V. Monitors (less than 25")	_____
m. Television Projector	_____

Number

n. Audiovisual Stands:

- 54" (approximately) _____

- 30" (approximately) _____

o. Video Cassette Recorder/Player _____

p. Videotape Recorder/Players (Reel-to-Reel) _____

q. Videodisc Player _____

r. Satellite Receiving Dish/Antenna _____

s. Community Cable Connection _____

t. Other: (Please specify)

_____

_____

_____

IV. Financial Resources:

1. Finances (Budget):

Dollar Amount

i. Print, non-print and computer software _____

ii. Audiovisual Equipment _____

iii. Supplies _____

TOTAL _____

V. Organization and Maintenance:

1. Acquisition and maintenance of learning resources:

(please check)

	Yes	No	N/A
i. The card/computer catalogue is a dictionary catalogue, i.e., author, title, and subject interfiled.			
ii. Non-print materials are catalogued and listed in the card/computer catalogue.			

	Yes	No	N/A
iii. A vertical file containing pamphlets and clippings is kept up-to-date with a record of subject headings.			
iv. AV equipment is maintained according to a suggested Maintenance Program.			
v. AV equipment is marked with the school name and inventory control number.			
vi. Records are maintained on AV equipment sent for repair.			
vii. Deselection of the print and non-print collection is done on an annual basis.			
viii. An inventory of all print and non-print materials is done on an annual basis if loss exceeds 2.5% of the total collection.			
ix. Records are maintained on periodicals received.			
x. A consideration file for ordering is maintained throughout the year.			
xi. An on-order file is maintained for print and non-print materials.			
xii. Records are kept of book budget expenditures.			
xiii. Teaching staff are notified of the acquisition of new materials.			
xiv. Displays are set up and replaced on a regular basis in order to maintain an attractive library.			
xv. Signs clearly show the various keys and functional areas of the library.			

2. Scheduling:

i. The library is open before and after school hours, and during noon hour for individual browsing and study.			
ii. Individuals and small groups may be admitted at any time.			

	Yes	No	N/A
iii. Classes visit the library on a scheduled basis.			
iv. Classes visit the library on a flexibly scheduled basis.			

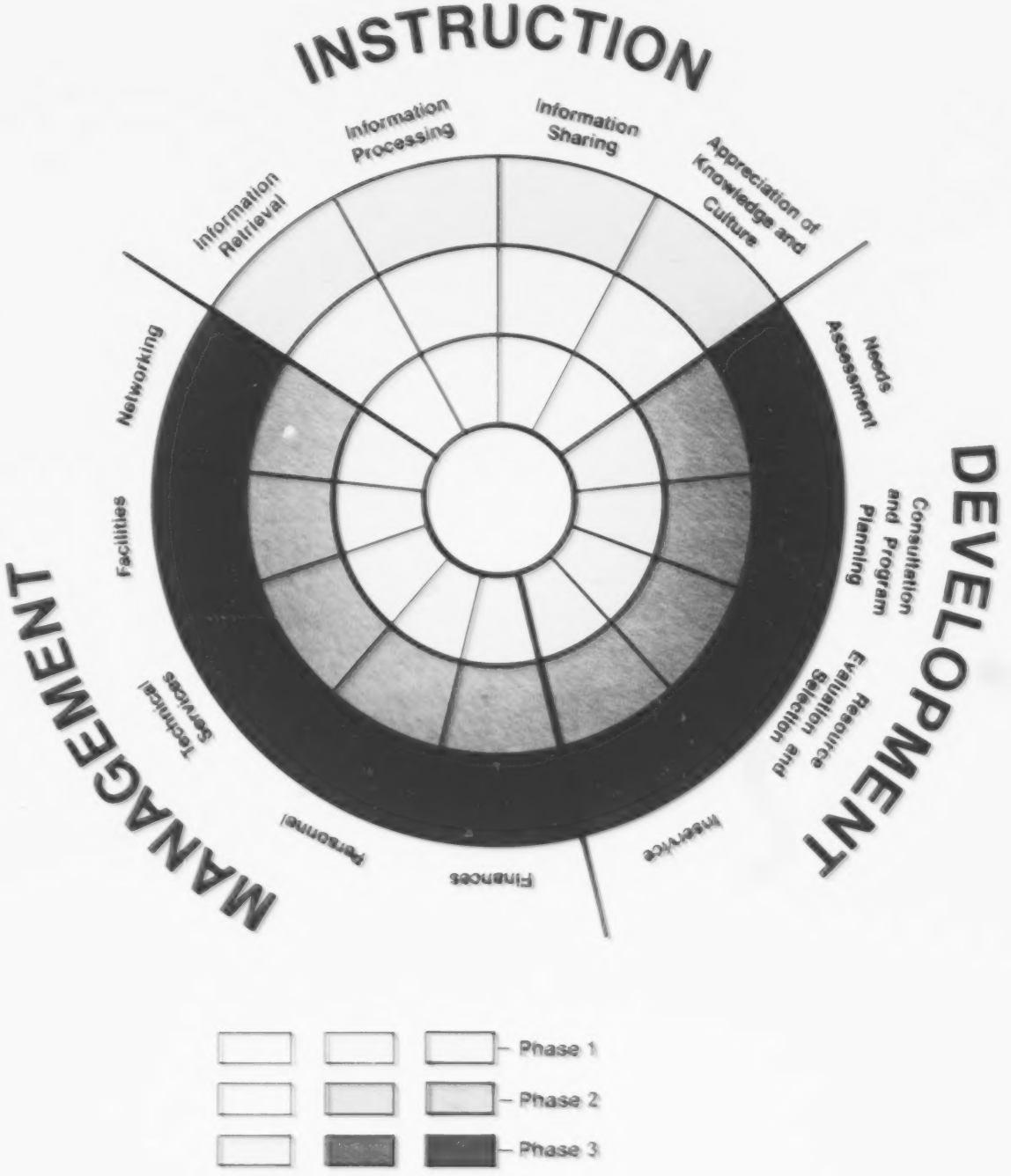
3. Circulation (manual or computer):

Circulation procedures provide for:

- short term (overnight) loan of certain materials.			
- regular term loan of one week.			
- regular term loan of two weeks.			
- extended loan of certain materials.			
- the loan of periodical back issues.			
- the loan of AV equipment to students as well as to teachers.			
- the loan of non-print materials to students as well as to teachers.			
- AV equipment delivery to, and pick up from, the classroom.			
- the loan of collections of library materials to classrooms for projects.			

Appendix 3

School Library Program Status Graph



Appendix 4

AN INTEGRATED SCHOOL LIBRARY PROGRAM: KEY ROLES

An integrated school library program is a partnership involving the school district, the principal, the teacher, the teacher-librarian and technical/clerical support staff.

District-Level Support

Trustees, superintendents and other district personnel provide the framework that fosters the growth of an integrated school library program. Their commitment to instructional excellence for students can spearhead the development of policies, procedures and services that encourage resource-based learning at the school level. Leadership in this area can be shown through:

- approving a stated aim for an integrated school library program;
- ensuring that there is a clear, written role description for teacher-librarians which stresses professional functions;
- providing direction so that district and regional library programs are coordinated within their jurisdiction;
- organizing support services, such as centralized cataloguing and processing, for school library programs.

Principal

As Alberta Education's 1984 **Review of Secondary Programs** concluded, the role of the principal is "to provide educational leadership and school management, and to promote optimal conditions for teacher effectiveness and student learning." This leadership is critical for the development, implementation and evaluation of integrated school library programs. Assuming leadership along with the teacher-librarian (when available), the principal can establish a climate for cooperation and growth.

To support and enhance the integrated program, the principal's role should include:

- encouraging the development of district and school level library policies;
- querying prospective staff members on how they would involve the school library in their program;

- attending orientation and inservice programs conducted by school library personnel;

- questioning teachers who are being evaluated about the use of the school library and the teacher-librarian in instructional programs;

- ensuring that time is set aside for cooperative planning by teachers and teacher-librarians;

- providing the teacher-librarian with clerical assistance so that program duties can be completed;

- meeting regularly with the teacher-librarian to discuss and evaluate the role of the library in instruction.

Teacher

Teachers are important to the success of an integrated school library program. They know the abilities, learning styles and needs of students and have expertise in the areas of curriculum and teaching strategies. As a partner working toward the implementation of resource-based learning, the classroom teacher's role includes:

- designing student learning experiences that integrate curriculum and resources meaningfully;

- participating in the evaluation and selection of resources to meet instructional goals;

- being informed about and using library program services available at the school and district levels;

- arranging for planning time with the teacher-librarian well in advance of instructional units;

- developing an individualized action plan for professional development activities related to new resources and technologies.

Teacher-Librarian

Teacher-librarians are, typically, experienced teachers who have post-graduate training in library science and/or educational media technology. The trained teacher-librarian brings to the educational field a unique understanding of the relationship of the information function of librarianship to teaching and the learning requirements of students. This is manifest in a full partnership with classroom teachers in planning, conducting and evaluating instruction.

The role of a teacher-librarian includes:

- diagnosing, prescribing, implementing and evaluating instructional strategies, in cooperation with classroom teachers;
- planning, developing and coordinating library services in the school;
- managing the school library efficiently by ensuring that goals and policies are established, that budgets are prepared and that personnel are organized to meet the instructional needs of the school;
- developing good working relationships with personnel in other resource settings (e.g., other school, district office, public libraries, community agencies);
- seeking opportunities for professional development in school librarianship.

Library Technician

Library technicians are graduates of the two year library program offered by some community colleges and technical institutes. Their training prepares them to perform specialized functions unique to library or informational environments.

Technicians support and assist teacher-librarians in the many services offered by school libraries. This assistance includes:

- coordinating the work of clerical staff, student and parent volunteers;
- operating, maintaining and evaluating equipment;
- providing audiovisual production expertise for instructional projects;
- using catalogues, indexes, and other references to locate materials, equipment, individuals, organizations and bibliographic information;
- providing technical expertise in the area of automated library procedures.

Library Clerk

Library clerk positions are those requiring limited post-secondary education, with an emphasis on clerical training. High school graduation is desirable and standard secretarial skills, such as typing or word processing and filing, are required.

Typical tasks carried out by personnel at this level include:

- filing books and magazines;
- charging out materials to borrowers;
- maintaining learning resources and equipment.

Teacher-librarian, library technician and library clerk descriptions adapted from "So You Want to Hire a Librarian", a brochure published by the Library Association of Alberta.

Appendix 5

Policy, Guidelines, Procedures and Standards for School Libraries in Alberta

October, 1984

Background

The responses received with respect to *A Position Paper on School Libraries in Alberta*, which was distributed in April 1983, to all major educational stakeholder groups in the province, indicate that there is wide concern regarding the present state of school libraries and a strong perception that the quality of school library programs is deteriorating.

These findings are disturbing. *The Basic Goals of Education for Alberta* identify a number of important learner outcomes that serve as the primary focus for determining learning programs and activities. Research shows that the school library program can make an important contribution toward the attainment of a number of these goal statements.

Research also shows that a school library, no matter how good the collection, or how well staffed, is of limited value if it is simply additive, acting as a supplement to, or an enrichment of, the instructional program. To be educationally and cost effective, the school library program must be directly integrated into the school's instructional program so that it becomes a planned and purposeful learning laboratory.

In view of the responses to *A Position Paper on School Libraries in Alberta*, and in order to encourage improvement in the quality of library services available to students, Alberta Education believes there is a need for a provincial statement of policy, guidelines, procedures and standards to guide the development and implementation of effective school library programs in Alberta.

Policy, Guidelines and Procedures for School Libraries

Policy

Students in Alberta schools should have access to an effective school library program integrated with instructional programs to provide improved opportunities for student achievement of the Goals of Basic Education for Alberta.

Guidelines

1. School library programs should be integrated with the goals and objectives of the school's instructional program as set forth in the statement, *The Goals of Basic Education for Alberta*.

2. School library programs should be developed and implemented to meet and preferably to exceed the recommended minimum standards for school libraries as set forth by Alberta Education.

3. The development, implementation and assessment of school library programs is the responsibility of local school jurisdictions.

4. Alberta Education will continue to fund school library programs through regular School Foundation Program Funds.

5. Alberta Education will assist school jurisdictions to maintain quality in the development, implementation and assessment of school library programs.

6. Alberta Education will encourage research and the application of new technologies, systems and/or procedures for improving the efficiency and effectiveness of school library programs.

Procedures

1. To facilitate the development and implementation of integrated school library programs, Alberta Education will:

   (a) Develop, produce and distribute to schools and school systems recommended models for an integrated school library program.

   (b) Include in each subject area curriculum guide for new or revised programs, where relevant, suggestions and activities for integrating the library program with the goals and objectives of the curriculum.

   (c) Distribute lists of learning resources that are correlated with the programs of studies and which are suitable for school library acquisition.

   (d) Make available to schools and school systems descriptions of existing school library programs which illustrate effective library program development and implementation.

2. Alberta Education (Media & Technology Branch) will review approved standards on a regular basis and update as necessary to meet changing conditions and needs.

3. Alberta Education (Regional Offices) will conduct assessments of the library policies, guidelines, procedures and programs developed by school jurisdictions.

4. Alberta Education (Regional Offices) will endeavor to provide consultative assistance to local jurisdictions to structure their own program development, implementation and assessment plans.

5. Alberta Education (Media & Technology Branch) will identify or produce professional resources and inservice materials for use by local jurisdictions.

6. School boards will develop local school library policies, guidelines and procedures in keeping with those set forth by Alberta Education.

7. School boards should require their schools to develop statements of goals and objectives of school library programs specifying how the schools intend to implement board policies, guidelines and procedures.

8. In accordance with the policies of the board, the principal, teacher-librarian, where available, and school staff, should plan the integration of the library program with the instructional program of the school.

9. Alberta Education, through the Media & Technology Branch, in consultation with appropriate referent groups, will identify major needs and make recommendations for research related to school library programs.

Standards for School Libraries

The standards recommended below represent a compromise between "what should be" as expressed in the literature and "what is realistically attainable" in terms of the present economic climate. They should be interpreted as minimum rather than desirable expectations.

Many schools have already achieved or surpassed these basic standards, but those which have not should develop a plan and a reasonable timetable for their implementation.

It is recognized that schools with very small enrolments will find it difficult, in the short term, to attain all the standards identified. These schools may need to proceed more slowly and make gradual improvements over an extended time frame.

A. Standards for School Library Program Development

1. The statement of policy approved by the school board (see Procedure #6. page 60) should include direction to schools relative to:

   (a) The role of the school library.

   (b) The responsibilities of the principal, teachers and library staff in library program development, implementation and assessment.

   (c) Guidelines for library collection development, staff allocation, and library services and facilities.

2. The school staff, under the leadership of the principal and teacher-librarian, where available, should:

   (a) Identify on a regular basis the goals and objectives of the library program. These goals and objectives should be stated in terms of expectations for student achievement.

   (b) Identify the resources available to meet stated goals and objectives and any additional resources that will have to be acquired to meet program and student needs.

   (c) Plan teaching/learning strategies for the utilization of identified learning resources.

   (d) Plan curriculum correlated activities and assignments that will give students ample opportunities to develop and master those library skills appropriate to their ability and maturity levels.

(e) Provide instruction in library skills, preferably as these skills are required to meet student needs or curriculum goals and objectives.

(f) Provide meaningful opportunities for students to develop the ability to gain information from a variety of information sources and to communicate to others through a variety of media types.

(g) Provide instruction in communications skills and AV production techniques.

(h) Provide meaningful opportunities for students to develop critical thinking skills.

(i) Develop student interest in reading, viewing and listening.

(j) Develop a budget for needed materials, supplies, equipment and services, based on identified library goals and objectives.

3. The school principal should facilitate on-going interaction and cooperation between classroom teachers and the teacher-librarian so that the library program becomes an extension of the classroom and so that teachers and the teacher-librarian become partners in the overall instructional process.

B. Library Staff

1. Professional direction is critical to the development and implementation of an effective library program. Professional direction may be provided through a variety of alternatives:

(a) By a full-time teacher-librarian on the school staff.

(b) By a teacher-librarian with a part-time library and part-time teaching assignment.

(c) By a teacher-librarian serving more than one school in the district.

(d) By supervision by a school district (central office) teacher-librarian.

(e) By cooperative agreement with a Regional Library System.

(f) Where no teacher-librarian is available, by the principal and teaching staff of the school.

Note: (i) The minimum qualifications of a teacher-librarian should include teacher certification and successful teaching experience along with university credits in at least eight half courses in librarianship and instructional technology.

(ii) Active participation on the part of the principal and teachers in the implementation of the library program must increase as teacher-librarian time is decreased.

2. Qualified technical/clerical support should also be provided.

3. Professional and technical/clerical support should meet or exceed the following standards:

School Size	Teacher-Librarian	Technical/Clerical Support
150 Students	-	½ - 1
300 Students	½	½ - 1
500 Students	1	1
750 Students	1	1½ - 2
1000 Students	1	2
over 1000 Students	1½ - 2	2½ - 3

C. The School Library Collection

1. The basic collection should support the major content areas of the instructional program and represent a balanced range of student interests and needs, including the appreciation of literature.

2. The size of the basic collection should be dependent upon the total student enrolment served, the number of grades taught in the school, the number and types of instructional programs, and accessibility of relevant materials through regional cooperation, networking and interlibrary loan arrangements.

3. The basic library collection for a school of 250 students should include:

print and nonprint materials	...	4,000 titles
magazines	...	20
newspapers	...	2
pamphlets, pictures	...	to meet program needs
film/video, etc.	...	from Regional Film Centre, District IMC, ACCESS, etc.

Note: 1. The above represents an average basic collection for 250 students regardless of the type of school (elementary, junior or senior high). The high number of course offerings in junior and senior high is offset by more grade levels served in elementary school and the need for more books at the primary school level.

2. For schools with larger enrolments, the collection should be increased to meet the needs of the students and the instructional program.

3. The ratio of fiction to nonfiction and reference should range from 15% - 30% fiction and 70% - 85% nonfiction and reference depending upon accessibility and the nature of interlibrary loans available from other school, regional, public, college and university libraries.

4. The reference collection should include at least one current set of encyclopedia.

5. Schools offering programs in both English and languages other than English, should increase the basic collection to include a comparable standard of materials (print and nonprint) to support instruction in the language(s) offered.

6. Selection criteria for the library collection should be consistent with:

   (a) Guidelines for Tolerance and Understanding.

   (b) Controversial Issues Policy statement.

   (c) Canadian content priorities.

   (d) Identified library program goals and objectives.

   (e) Needs identified by students and teachers.

   (f) Information from recognized selection tools.

7. An annual school library budget should be allocated for the purchase of new materials, supplies and equipment (if equipment is not provided for in the capital budget or some other budget category). The budget should be determined on the basis of the funds required to realize library program goals and objectives. It should be recognized that smaller schools and schools offering programs in English as well as languages other than English will require a higher than average allocation.

D. Library Facilities and Equipment

1. Basic space requirements should be consistent with School Buildings Regulations and Guidelines as set forth by Alberta Education.

2. Space should be provided to accommodate the following functions:

   (a) independent, small, and large group study.

   (b) group instruction.

   (c) reading.

   (d) viewing and listening.

   (e) materials production.

   (f) teacher planning.

   (g) convenient access to collection areas.

   (h) circulation.

   (i) displays.

(j) storage/processing/repair.

Note: Functional areas should be located to limit conflict between competing functions and to facilitate effective library practice.

3. Equipment needs for both production and exhibition of materials will vary with the type of program offered in the school. However, there should be sufficient numbers and types of equipment to support classroom, individual and small group utilization of non-print materials and to accommodate student and teacher AV production needs.

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